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|  | **Unacceptable** | **Baseline** | **Approaching** | **Meeting** | **Exceeding** |
| **Introduction**  **10** | * Did not state an objective. * Did not introduce any relevant or interesting ideas to engage student interest of the topic. * Did not activate students’ prior knowledge of the topic.(<4) |  | * Stated a broad or unclear objective. * Introduced ideas that were not clearly related to the topic. * Attempted to activate students’ prior knowledge of the topic, but the connection was unclear. (6) |  | * **Stated a clear objective.** * **Introduced relevant and/or interesting ideas that engaged student interest of the topic.** * **Activated students’ prior knowledge of the topic.(20)** |
| **Examples & Practice**  **20** | * Did not incorporate any examples into the presentation of material. * No examples or practice problems were thoroughly aligned to the objective and assessment question. * Used several (5 or more) words, phrases, or formulas that were not understood by the audience. * Did not help connect any ideas for students. * Did not provide time for independent practice examples. (< 10) | * Ineffectively led students through given examples and/or class worked out examples. * 5 examples and practice problems were not aligned to the objective and assessment question. * Included 3-4 words, phrases, or formulas that the audience struggled to understand. * Student attempted to make a connection to help students best understand the new concept, but the attempt was ineffective. * Only provided 40% of expected time for independent practice examples. (12) | * Effectively led students through 1 given example or 1 class worked out example. * 3-4 examples and practice problems were not aligned to the objective and assessment question. * Included 2 words, phrases, or formulas that might be new to most of the audience, but does not define them. * Student made one effective connection to help students best understand the new concept. * Only provided 60% of expected time for independent practice examples. (14) | * Effectively led students through at least 1 given example and 1 class worked out example. * 1-2 examples and practice problems were not aligned to the objective and assessment question. * Used vocabulary appropriate for the audience. Included 1 word, phrase or formula that might be new to most of the audience, but does not define them. * Student made multiple effective connections to help students best understand the new concept. * Only provided 80% of expected time for independent practice examples. (16) | * **Effectively led students through ALL given examples and class worked out examples.** * **All examples and practice problems were thoroughly aligned to the objective and assessment question.** * **Used vocabulary appropriate for the audience. Extended audience vocabulary by defining words that might be new to most of the audience.** * **Student made multiple effective, sophisticated connections to help students best understand the new concept, drawing from various content areas.** * **Provided sufficient time for independent practice examples.(20)** |
| **Class**  **10** | * Does not engage any students in active participation. (<4) | * Engaged students in active participation, yet it is ineffective or unrelated.(4) | * Engaged very few (1-2) students in active, effective participation.(6) | * Engaged a handful (3-5) of students in active, effective participation.(8) | * **Engaged the majority of students in active, effective participation.(10)** |
| **Individual**  **20** | * Student did not participate in the presentation. (< 10) | * Student’s participation in the presentation did not exhibit any knowledge on the concept (i.e. reading a title). (12) | * Student’s participation in the presentation did exhibited little knowledge on the concept (i.e. reading a definition without further explanation or clarification). (14) | * Student played a role in the group’s dissemination of information and exhibited knowledge on the concept. (16) | * **Student played a major role in the group’s dissemination of information, took a lead in the group, and was exhibited a wealth of knowledge on the concept.(20)** |
| **Mastery**  **10** | * 0-10% of students mastered the concept. (<4) | * 11-25% of students mastered the concept.(4) | * 26-50% of students mastered the concept. (6) | * 51-75% of students mastered the concept. (8) | * **76-100% of students mastered the concept. (10)** |
| **Presentation**  **20** | * Group presentation did not cover the material (< 10) | * Group struggled to work collaboratively, delegate tasks, and share responsibility in presenting the material. This is evident in the presentation. Presentation of material needed improvement. (12) | * Group worked collaboratively, delegated tasks, and shared responsibility in presenting the material. Presentation has strong point and points that needed improvement (14) | * Group worked collaboratively, delegated tasks, and shared responsibility in presenting the material. Presentation is well done. (16) | * **Group worked collaboratively, delegated tasks, and shared responsibility in presenting the material. Presentation is extremely well done and it is evident that the group went above and beyond the expectations. (20)** |

**Total: \_\_\_\_\_ / 100**